# Harmonizing Instruments: Creating

### The Montana Standards for Music: Harmonizing Instruments Anchor Standard # 1 : Generate and conceptualize artistic ideas and work **7**th 5<sup>th</sup> 6<sup>th</sup> 8th **HS Proficient** MU.CR.1.HI.5a MU.CR.1.HI.6a MU.CR.1.HI.7a MU.CR.1.HI.8a MU.CR.1.HI.HSa a. Generate **melodic**, rhythmic and harmonic ideas for simple and **harmonic** ideas for simple and **harmonic** ideas for and **harmonic** ideas for and **harmonic** ideas for melodies and generate chordal melodies and generate chordal melodies created over chord melodies created over chord melodies created over **chord** accompaniments for given accompaniments for given progressions, AB/ABA forms progressions, AB/ABA forms progressions, AB/ABA forms or culturally specific forms and melodies melodies or culturally specific forms and or culturally specific forms and generate multi-chord generate multi-chord generate multi-chord accompaniments for given accompaniments for given accompaniments for given melodies melodies melodies Anchor Standard # 2 : Organize and develop artistic ideas and work 5<sup>th</sup> 6<sup>th</sup> 7<sup>th</sup> 8th **HS Proficient** MU.CR.2.HI.8a MU.CR.2.HI.5a MU.CR.2.HI.6a MU.CR.2.HI.7a MU.CR.2.HI.HSa a Select, develop and use a Select, develop and use a. Select, develop and use a. Select, develop and use a. Select, develop and use standard notation or audio/video standard notation or audio/video standard notation and standard notation and standard notation and recording to document melodic, recording to document **melodic**, audio/video recording to audio/video recording to audio/digital recording to rhythmic and **harmonic** ideas rhythmic and **harmonic** ideas document draft melodic. document draft melodic. document drafts of for drafts of simple melodies and for drafts of simple melodies and rhythmic and harmonic ideas, rhythmic and harmonic ideas, improvisations and chordal accompaniments for chordal accompaniments for as well as multi-chord as well as multi-chord compositions as well as multigiven melodies given melodies accompaniments for given accompaniments for given chord accompaniments melodies melodies

Anchor Standard # 3 : Refine and complete artistic work					
5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient	
MU.CR.3. HI.5a	MU.CR.3. HI.6a	MU.CR.3. HI.7a	MU.CR.3. HI.8a	MU.CR.3. HI.HSa	
a. Apply teacher-provided criteria to critique, improve and refine drafts of simple melodies and chordal accompaniments for given melodies	a. Apply teacher-provided criteria to critique, improve and refine drafts of simple melodies and chordal accompaniments for given melodies	a. Apply teacher-provided criteria to critique, improve and refine drafts of melodies created over <b>chord progressions</b> , as well as multi-chord accompaniments for given melodies	a. Apply teacher-provided criteria to critique, improve and refine drafts of melodies created over <b>chord progressions</b> , as well as multi-chord accompaniments for given melodies	a. Develop and apply criteria to critique, improve and refine drafts of improvisations and <b>compositions</b> , as well as multi-chord accompaniments	
5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient	
MU.CR.3. HI.5b	MU.CR.3. HI.6b	MU.CR.3. HI.7b	MU.CR.3. HI.8b	MU.CR.3. HI.HSb	
b. Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas	b. Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas	b. Share final versions of melodies created over specified chord progressions, as well as multi-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas	b. Share final versions of melodies created over specified chord progressions, as well as multi-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas	b. Perform final versions of improvisations, compositions and multi-chord accompaniments, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas	

## Performing Harmonizing Instruments:

### Anchor Standard # 4: Select, analyze and interpret artistic work for presentation 5<sup>th</sup> 6<sup>th</sup> 8th **HS Proficient** MU.PR.4. HI.5a MU.PR.4. HI.6a MU.PR.4. HI.7a MU.PR.4. HI.8a MU.PR.4. HI.HSa a. a. Describe and a. Describe and demonstrate a. Describe and **demonstrate** a Describe and demonstrate a. Explain the criteria used how a varied repertoire of music how a varied repertoire of music how a varied repertoire of music when selecting a varied demonstrate how a varied repertoire of music for repertoire of music is selected is selected and is based on is selected and is based on is selected and is based on and is based on personal personal interest, music reading personal interest, music reading personal interest, music reading individual or small group interest, music reading and and technical skills, as well as and technical skills, citing and technical skills, citing performances technical skills, as well as the the **context** of the technical challenges that need technical challenges that need to be addressed as well as the **context** of the performances to be addressed as well as the performances **context** of the performances **context** of the performances 5<sup>th</sup> 6<sup>th</sup> 7<sup>th</sup> 8th **HS Proficient** MU.PR.4. HI.5b MU.PR.4. HI.6b MU.PR.4. HI.7b MU.PR.4. HI.8b MU.PR.4. HI.HSb b. Identify prominent melodic b. Identify prominent melodic b. Identify prominent **melodic**, b. Identify prominent melodic, b. Identify and describe and harmonic characteristics and **harmonic** characteristics harmonic and structural harmonic and structural important theoretical and in a varied repertoire of music in a varied repertoire of music characteristics and social. characteristics and social. structural characteristics and that includes melodies. that includes melodies. social, cultural or historical cultural or historical context in cultural or historical context in repertoire pieces and chordal repertoire pieces and chordal a varied repertoire of music a varied repertoire of music context in a varied repertoire accompaniments selected for accompaniments selected for that includes melodies. that includes melodies, of music that includes performance, including at least performance, including at least repertoire pieces and chordal repertoire pieces and chordal melodies, repertoire pieces, some based on reading some based on reading accompaniments selected for accompaniments selected for improvisations and a wide standard notation standard notation performance, including at least performance, including at least variety of chordal some based on reading some based on reading accompaniments standard notation standard notation

The Montana Standards for Music: Harmonizing Instruments

5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
MU.PR.4. HI.5c	MU.PR.4. HI.6c	MU.PR.4. HI.7c	MU.PR.4. HI.8c	MU.PR.4. HI.HSc
a <b>Demonstrate</b> , describe and interpret an understanding of the <b>context</b> and <b>expressive intent</b> in a varied repertoire of music selected for performance	a <b>Demonstrate</b> , describe and interpret an understanding of the <b>context</b> and <b>expressive intent</b> in a varied repertoire of music selected for performance	a <b>Demonstrate</b> , describe and interpret an understanding of the social, cultural or historical <b>context</b> and <b>expressive intent</b> in a varied repertoire of music selected for performance	a <b>Demonstrate</b> , describe and interpret an understanding of the social, cultural or historical <b>context</b> and <b>expressive intent</b> in a varied repertoire of music selected for performance	a Describe and interpret the social, cultural or historical) context and expressive inter in a varied repertoire of music selected for performance
Anchor Standard # 5: Develop	and refine artistic techniques a	and work for presentation		
5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
MU.PR.5. HI.5a	MU.PR.5. HI.6a	MU.PR.5. HI.7a	MU.PR.5. HI.8a	MU.PR.5. HI.HSa
provided criteria to critique individual performances of a varied repertoire of music that includes cultural specific pieces, melodies, repertoire pieces and chordal accompaniments selected for performance, and identify practice strategies to address performance	a. Identify and apply teacher- provided criteria to critique individual performances of a varied repertoire of music that includes cultural specific pieces, melodies, repertoire pieces and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances	a. Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes culturally specific pieces, melodies, repertoire pieces and chordal accompaniments selected for performance, and identify and apply practice strategies to address performance challenges and refine the performances	a. Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes culturally specific pieces, melodies, repertoire pieces and chordal accompaniments selected for performance, and identify and apply practice strategies to address performance challenges and refine the performances	a. Develop and apply criteria to critique individual and small group performances of a variety repertoire of music that includes culturally specific pieces, melodies, repertoire pieces, improvisations and a wide variety of chordal accompaniments to address performance challenges and refine the performances

5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
MU.PR.6 HI.5a	MU.PR.6. HI.6a	MU.PR.6. HI.7a	MU.PR.6. HI.8a	MU.PR.6. HI.HSa
performances a varied repertoire of music that includes melodies, repertoire pieces and chordal accompaniments, demonstrating understanding of the audience	technical accuracy in individual performances a varied repertoire of music that includes melodies, repertoire pieces and chordal	technical accuracy in individual performances a varied repertoire of music, demonstrating sensitivity to the audience and an understanding of the: social, cultural or historical <b>context</b> , including the history and cultures of	performances a varied repertoire of music, demonstrating sensitivity to the audience and an understanding	and technical accuracy, in individual and small group performances, a varied repertoire of music demonstrating sensitivity to the audience and an

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### The Montana Standards for Music: Harmonizing Instruments Anchor Standard # 7: Perceive and analyze artistic work **7**th 5<sup>th</sup> 6<sup>th</sup> 8th **HS Proficient** MU.RE.7. HI.5a MU.RE.7. HI.6a MU.RE.7. HI.7a MU.RE.7. HI.8a MU.RE.7. HI.HSa a **Demonstrate** and describe a Explain reasons for selecting a Explain reasons for selecting a Apply criteria to select music a **Demonstrate** and describe reasons for selecting music, reasons for selecting music, music citing characteristics music citing characteristics for specified purposes, found in the music and found in the music and based on characteristics found based on characteristics found supporting choices by citing in the music and connections to in the music and connections to |connections to interest, culture, |connections to interest, culture, characteristics found in the interest, purpose, **culture** or interest, purpose, **culture** or purpose and context purpose and context music and connections to personal experience personal experience interest, purpose, culture and context 5<sup>th</sup> 6<sup>th</sup> 7<sup>th</sup> **HS Proficient** 8th MU.RE.7. HI.5b MU.RE.7. HI.6b MU.RE.7. HI.7b MU.RE.7. HI.8b MU.RE.7. HI.HSb b. **Demonstrate** and explain, b. Demonstrate and explain, b. Describe how the way that b. Describe how the way that b. Compare passages in citing evidence, the use of citing evidence, the use of the **elements of music** are the **elements of music** are musical selections and explain repetition, similarities and repetition, similarities and how the elements of music manipulated and knowledge of manipulated and knowledge of contrasts in musical selections contrasts in musical selections the social or and cultural the social or and cultural and social, cultural or historical and how these and knowledge and how these and knowledge context inform the response to **context** inform the response to context inform the response of the social or cultural context of the social or cultural **context** music music. inform the response inform the response

Anchor Standard # 8: Construct meaningful interpretations of artistic works					
5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient	
MU.RE.8. HI.5a	MU.RE.8. HI.6a	MU.RE.8. HI.7a	MU.RE.8. HI.8a	MU.RE.8. HI.HSa	
of musical selections, referring to the <b>elements of music</b> , personal, social and cultural <b>context</b> and, when appropriate, the setting of the text	a. Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, personal, social and cultural context and, when appropriate, the setting of the text	interpretations of the  expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, personal, social and cultural context and,	a. Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, personal, social and cultural context and, when appropriate, the setting of the text	a. Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, personal, social and cultural context, and, when appropriate, the setting of the text and outside sources	
5 <sup>th</sup>	riteria to evaluate artistic work  6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient	
MU.RE.9. HI.5a	MU.RE.9. HI.6a	MU.RE.9. HI.7a	MU.RE.9. HI.8a	MU.RE.9. HI.HSa	
a. Identify and describe how interest, experiences and <b>context</b> , including personal, social and cultural <b>context</b> , affect the evaluation of music	a. I Identify and describe how interest, experiences and <b>context</b> , including personal, social and cultural <b>context</b> , affect the evaluation of music	a. Explain the influence of experiences and <b>contexts</b> , including personal, social or cultural <b>contexts</b> , on interest in and the evaluation of a varied repertoire of music	a. Explain the influence of experiences and <b>contexts</b> , including personal, social or cultural <b>contexts</b> , on interest in and the evaluation of a varied repertoire of music	a. Develop and apply teacher- provided criteria based on personal preference, analysis and <b>context</b> , including personal, social, and cultural <b>contexts</b> , to evaluate individual and small group musical selections for listening	

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	The Montana Standards for Music: Harmonizing Instruments							
1	Anchor Standard # 10: Synthesize and relate knowledge and personal experiences to make art							
ec	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient			
	MU.CN.10. HI.5a	MU.CN.10. HI 6a	MU.CN.10. HI.7a	MU.CN.10. HI.8a	MU.CN.10. HI.HSa			
	interests, knowledge, <b>culture</b> , and skills relate to personal choices and intent when creating, performing and	interests, knowledge, <b>culture</b> , and skills relate to personal choices and intent when creating, performing and	interests, knowledge, <b>culture</b> , and skills relate to personal choices and intent when	a. <b>Demonstrate</b> how interests, knowledge, <b>culture</b> , and skills relate to personal choices and intent when creating, performing and responding to music	a. <b>Demonstrate</b> how interests, knowledge, <b>culture</b> , and skills relate to personal choices and intent when creating, performing and responding to music			
Instruments	Anchor Standard # 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians							
шr	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient			
strı	MU.CN.11. HI.5a	MU.CN.11. HI.6a	MU.CN.11. HI.7a	MU.CN.11. HI.8a	MU.CN.11. HI.HSa			
nizing	understanding of relationships between music, including music of American Indians, arts, other disciplines and	understanding of relationships between music, including music of American Indians, and the other arts, other disciplines, varied <b>contexts</b>	a. <b>Demonstrate</b> understanding of relationships between music, including music of American Indians, and the other arts, other disciplines, varied <b>contexts</b> and daily life	music of American Indians, and the other arts, other	a. <b>Demonstrate</b> understanding of relationships between music, including music of American Indians, and the other arts, other disciplines, varied <b>context</b> and daily life			

5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
MU.CN.11. HI.5a	MU.CN.11. HI.6a	MU.CN.11. HI.7a	MU.CN.11. HI.8a	MU.CN.11. HI.HSa
b Investigate and demonstrate understanding of how American Indian maplays a significant role in history, culture, society arway of life in Montana	of how American Indian music plays a significant role in	demonstrate understanding of how American Indian music plays a significant role in history, culture, society and	demonstrate understanding of how American Indian music plays a significant role in history, culture, society and	b Investigate and demonstrate understanding of how American Indian music plays a significant role in history, culture, society and way of life in Montana